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CPL Podcast: New History Syllabus 11-12

Host: Carly Boreland

With: Dr. Jennifer Lawless and Jonathan Dallimore

INTRODUCTION:

You are listening to the JPL Podcast from the Centre for Professional Learning. Here's your host, Carly Boreland.

Carly Boreland:

Welcome to the JPL podcast for the New South Wales Teachers Federation. I'm Carly Boreland and I'm the editor of the JPL. Today I'm talking with Jonathon Dallimore and Dr Jen Lawless and we're talking about the new Stage 6 History Syllabus. Jonathon, Jen, welcome. We've got this new syllabus. Teachers are teaching it this year for Year 11. Year 12 will start in Term 4 and start properly in 2019. And we've got Ancient and Modern to talk about today. Some things in Ancient have changed a bit. Modern's had more significant changes, so we'll likely spend a bit more time talking about that one. Do you want to start us off, Jonathon, with what teachers and students could be enthused about with these new syllabuses?

Jonathan Dallimore:

I think there's a lot to be positive about. I mean, if we start with Year 11, there's a lot of new content in there, particularly at the front end. The Investigating Modern History section has a lot of interesting options. I think one of the best things about that, as well, is that it leaves a lot of open end there for teachers to pursue topics that they and their students are interested in. That's a massive positive for the course. Year 12 as well, I think there are some interesting directions. Part of it I think-- you're right, absolutely right. I think a lot has changed in the course but there is some familiar territory there. And that's a good thing, too, for teachers to feel comfortable that they don't have to reinvent everything that they've done in the past. Everything will need to have a second look at, but it doesn't necessarily require them to throw everything out that they've done. So I think that's some element of safety that teachers can kind of feel.

Carly Boreland:

And I guess it depends a little bit, too, on whether you're an Ancient and Modern teacher or whether you've only been doing one or the other. Because if you've taught Ancient History, then the new Year 11 topic really is just a logical thing that we've always been doing in Ancient. Jen, can you tell us more about how that new topic might work?

Dr. Jennifer Lawless:

Basically, in Year 11, I think teachers can continue to do a lot of the exciting things that they have been doing, but I think the interesting thing is the flexibility that you can introduce. Now, bringing in the nature of Ancient History, in some ways we've been doing a lot of that for quite a few years, but with



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some of the new case studies, I think teachers haven't been quite brave enough to think how they might integrate the two because you can introduce just elements of the nature of Ancient History and then combine them brilliantly, I think, with some of those case studies and so many exciting things. I think this will continue to draw students in because they're coming face to face with all sorts of crucial issues facing the world today, particularly the destruction of ancient sites and smuggling of artefacts and black-market deals, and there's so many exciting things there that are so crucial for understanding the world today. That's why I think Ancient History is by far the most exciting (LAUGHTER) subject in the whole HSC.

Carly Boreland:

We've got three history teachers here, which means we've probably got three factions sort of happening (LAUGHTER) as well. Okay. So we'll start with Year 11 and we'll keep talking about Ancient and Modern a bit together. There's lots of things that you can keep doing, as Jonathon pointed out. What's the best approach to starting for Year 11? I mean, teachers are already in there and have no doubt been doing things, but the first year around tends to be a bit of a trial run. So what do you think people should be thinking about when they say, "Okay. I'm going to teach these new topics for the first time?" How much new, how much to keep?

Jonathan Dallimore:

That's a good question. I think it's very dependent on context and your confidence as a teacher as well. So you might be at a school where the students will respond better to a case study straight up, where they can get into some concrete sort of information and maybe build up a narrative around a topic, and then draw in some of the things that Jen was talking about before in terms of those more skills-based investigation, abstract-type things. They can come in on the back of the more concrete material. But I think there's certainly a lot of schools where a stand-alone, more abstract case study could really work well. So I think being sensitive to that context is a really important sort of beginning point for all teachers. And then I think, probably in addition to that, it's really what you're comfortable with as a teacher. And I think it's actually okay to experiment. You won't probably get it perfect the first time as we never did as beginning teachers. So maybe it's a little bit humbling for a teacher who's been at it a while to do this because it's going to require us to kind of go back to that state where we're not entirely comfortable. That could actually be a good thing.

Carly Boreland:

So I mean, we should probably all add ourselves and say, "This year we're not planning for our own classes."

Jonathan Dallimore:

(INAUDIBLE) true.



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Carly Boreland:

Which is a bit sad in some ways, for me at least. But Jen, if you were going to try something new for Ancient, what would the thing be that you're most excited about?

Dr. Jennifer Lawless:

I suppose choosing something that's in the public eye at the moment. And for example, every night you see horrific scenes of the destruction of Syria, for example. So I think that naturally leads into kids' interests and what is happening. What's happening out there? And that draws into so much of what fascinates kids about Ancient History. And do we try to-- what's more important of course, trying to preserve ancient ruins or people? And why are we so passionate about these things? It's quite challenging, I think, to start something totally new like that. And I hope a lot of people will be plunging into some of these new areas. And I think they will. From professional development we've done, up to now, they're coming to look at the new topics and be very, very excited about it. So I think that's really good, the Silk Road, for example, and it just goes on into some really fascinating things. But I think some of the areas that teachers need to stop and think about are the skills and the concepts. How are we trying to integrate some of those higher order concepts a little bit more specifically than we have up to now? I think it's quite easy to introduce these, looking at some of these new topics, and particularly in Modern History. I think it's fantastic. It just opens up so many wonderful things to look at in the modern world as well. I think the thing to tell teachers about this first year, it's new. It's innovative. You're not going to get in right first time. You might. You might do something brilliant. But it's always a learning curve for you as well, as a teacher. And of course, your kids' interests and your kids change every year too. So so many things to choose from. I think it's very exciting.

Carly Boreland:

And being prepared to say, "Oh. That didn't work."

Dr. Jennifer Lawless:

Absolutely. (CROSSTALK).

Carly Boreland:

I'm not going to do that again.

Dr. Jennifer Lawless:

And be able to say to the kids, "Well, that was a bummer. That didn't go over well, did it?" "No. No. It didn't, Miss." Okay. Try again.

Carly Boreland:

And not put too much pressure (INAUDIBLE) because with the HSC we obviously think, and rightly think, it's very, very important that that shouldn't translate into overly cautious teaching or being overly worried about--



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Dr. Jennifer Lawless:

And I think with Year 11, too, there is so much flexibility there that you can pick and choose. You don't have to do the whole topic. You can combine the nature of Ancient History and link it with a case study or bits of a case study that's going to work, looking at museums and then perhaps looking at a specific one in more detail or-- there's such a wonderful array of things that you can do, even looking at Year 12 topics, that you may not do. But you might just pick elements out of it that fit really neatly with those case studies or the nature of Ancient History.

Carly Boreland:

Yeah. That's an approach to the syllabus that I hadn't-- I hadn't properly appreciated how sometimes we can feel so hemmed in by the syllabus rather than picking it up and saying, "Okay. What can I use from here that's going to work for my class and how can I make it fit together for the students I've got?" And sometimes people feel like they need to be very carefully ticking things off in an order. And I think NESA's been good and the syllabus is good at encouraging you to feel like you can integrate all those things together and make it work for you, especially in Year 11. And Jonathon, I was wondering from you about how much planning do we need to do in Year 11 to set ourselves up for Year 12, topic choices, but also those conceptual things? We tend to obsess a bit about which topic we're doing but also the skills and concepts as well.

Jonathan Dallimore:

Yeah. I think that's a good question and I think there's a balance. Obviously, you want some background of some of the key topics you might be approaching. You don't want all of Year 12 to be new. I'd think that would be-- I mean, I've never done that before. Someone might have done that well but-- so I think there's part of that, but also I think that's a really good point. And the skills and concepts to pick up on that point are quite helpful because they're actually basically the same as the Stage 4, 5 ones, right? So we now actually have a kind of a seamless run of skills coming from Year 7 through to Year 12, and we're obviously building on them as we go. But as teachers, I think, we kind of hopefully have become a little bit comfortable with some of those concepts, and it's now turning them into Year 11 and-- what does it look like Year 11 and 12 is the question now. So I think that's the other side to this is in some sense I think I'd probably try to encourage people to experiment a little bit around that, to not be stuck into train tracks of, "We're doing this in Year 12 so we're going this one direction all the way through to that point." So yeah. I'd say trying to throw in a few things that are a little bit different and get kids to-- maybe push them a little harder along those skills lines would be a very useful thing.

Carly Boreland:

Should probably not miss the opportunity to remind ourselves that students will be doing History from Kindergarten now as well with those--



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Dr. Jennifer Lawless:
(CROSSTALK).

Carly Boreland:
--new syllabuses.

Dr. Jennifer Lawless:

And some of the work that's being done in primary that we've seen are very exciting. And so we're going to have to up the ante a little bit too when kids come through that program into Year 7. We're going to have to look a bit beyond that now. And I think we've been a bit complacent about showing kids how exciting history is in Year 7. They already know by that stage.

Carly Boreland:

Thinking about primary school into high school, and then also Year 10 into Year 11, I know the kids come back after the summer break and they're bigger and they've got a nice uniform. Do we overestimate what--?

Dr. Jennifer Lawless:

(CROSSTALK) they might look bigger and cleaner and-- but they haven't really developed much over that six-weeks' time. I think we always assume they do. And I think we tend to start off on a clean slate, "This is where we're going." But I think we've got to step back and remember, "Well, what were we doing in Year 10, at the end of Year 10?" And I think just looking at that step up from Year 10 to Year 11, really, they're just still Year 10 but just gradually developing. And I think we do overestimate just because they've grown physically, probably not in any other way.

Carly Boreland:

And we can feel an urgency, can't we, "Okay. This is serious now. This is Year 11." But really Year 11 is about developing, still, all those skills to be ready to go for Term 4 and then into the HSC. So also with topics, they are transferring a little bit now between Stage 5 and Stage 6, especially in, obviously, Modern History, so that it would be possible to touch on the same topics in Year 10 and then in Year 11 and then in Year 12. Would that be a good way to go? Or how could you make that work for you?

Jonathan Dallimore:

So I think the first thing to say about that is that, obviously, in Stage 5, where the overlap lies with things like Civil Rights, the World Wars, and potentially if schools do a school-developed topic on the Vietnam War era, there's overlap there. But in Stage 5, its Australian focused. So you're kind of doing it in a different way in Year 11 or 12 depending on what topics you're referring to. And I think there's an upside. I think some schools will see it as an upside because students have a background in some of those topics. So for civil rights, for example, they're sort of aware of some of the big sweeps of that topic. The other way I've heard sort of people talk about this is that it's kind of dangerous because kids



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are kind of like, "We've done this before. How come we can't do one of these other topics over here?" So I think, again, it's one of those questions where it'll come down to a teacher being sensitive to that context. I still think topics like civil rights are fresh enough to be quite different. And I think some of those skills and concepts are going to be operating at a point where you'll be looking at it in very, I think, different ways. So I think it's still going to be unique enough.

Carly Boreland:

And it's been suggested to me, too, that it just gives you opportunities, too, so you can do more things that you want to do. So you don't have to worry if you don't get to something in Stage 5 because you could do it in Stage 6 and things like that as well. So it just opens up more choices.

Dr. Jennifer Lawless:

And thankfully, I suppose an advantage in some ways for Ancient History is that they're coming back to Ancient History after some other more Modern History topics. So I think that's always an advantage for Ancient. I was just going to point out, too, that with that flexibility in Year 11, that they've got to be very, very careful if they're going to develop their own case study that they're not going to overlap with Year 12 topics because that's where kids can think-- they look at the exam paper and there's always someone who will choose a topic, "Oh. Yeah. I remember doing that in Year 11," and think that they know everything about it. And I think you've got to be very, very careful that there's not sufficient overlap that the kids will think that they can possibly answer that in the HSC.

Carly Boreland:

And still sticking to the outcomes as well, and all those other requirements that you have to meet. It's not just a sort of free swim of, "Here's my favourite topic I've always wanted to teach you about."

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Carly Boreland:

Coming up to Year 12, then, we'll start with Ancient History. What do teachers need to look out for? It could be easy to fall into the trap of thinking, "I've taught these before. I've got my favourite things." Jen, what do we need to be really watching out for?

Dr. Jennifer Lawless:

Well, first of all, I think we have to look very, very carefully to see what has been removed. And removing any topic in Ancient History is for me like removing teeth. If your favourite topic-- for example, I know a lot of people have been mourning, say, Mycenae or Old Kingdom Egypt. They can do it now in Year 11, of course. So you don't have to throw everything out and start again. I think one



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of the areas that we need to be very careful of, say the Core in Ancient, really-- well, thankfully, the Core itself hasn't changed. It has been rearranged somewhat. But the Survey, I think, of the three hours we have to be very careful about. We have to look at very carefully how can we deal with this in three hours, and what is that going to mean for how we taught it before. Most of the other areas are very, very similar. So just be very, very careful. Have a look very carefully at-- the actual format, now, of this syllabus hasn't changed that much, but just be careful of any minor changes. Of course, also look at what has been removed in the other areas, say, Societies. But the area there for people to look at very carefully is that new source study. And we'll be doing more of that in professional development as we go. That's going to be a major area, which source are you going to choose? Is it going to be written or archaeological? What is the best one to give the kids enough depth to answer a question on? That's going to be the tricky part. Historical Periods, not much changed apart from the removal of some, which is very, very sad, again. But basically, Ancient hasn't changed nearly as much as Modern. So I think most people have got still a lot of areas to work with. But they need to look particularly at integrating your schools and your concepts, and particularly for the Personalities, look carefully at that source study.

Carly Boreland:

And so teachers will be keen and probably a little bit nervous about resources, even though they can use a lot of things again. Can you point people in the right direction for things that they can be on the lookout for and what's already available to get ready for Year 11 and Year 12 Ancient?

Dr. Jennifer Lawless:

Well, I think, basically, with professional development, Federation is offering courses this year in Modern History. We did some Ancient last year through the Centre for Professional Learning. The History Teachers' Association is at the usual study days and teacher days but also having three regional professional development days. NESAs are continuing to publish some other further programs, etc. So make sure you keep track of what they are doing. But basically, a lot of the textbooks you'll be able to continue to use, but I'd also look out for-- the History Teachers' Association is putting out resource books and study guides, etc. too, this year. So I'd suggest join HTA.

Carly Boreland:

And they've got a great journal as well, which they-- it's still a hard magazine, real, live. And they send it to you. And I always remember that arriving at the faculty was a big deal. And when it came into the staff room you want to flick through there and know, "What's in it?" And, "Is there my topic? Who's been overseas and been to the site? What have they got that's new?" all that stuff, so definitely worth being a member of it and keeping an eye out for all of those things. Fantastic. Now, Jen, can you give us a bit of an idea around why such a change in Modern, as opposed to so little change in Ancient?



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Dr. Jennifer Lawless:

I think it was time to move on with Modern. The last time we rewrote Modern History, 86% of teachers clung desperately to retaining World War I as a core. When you've got 86% of your teachers not wanting change, it's foolish to go ahead. So I think basically, that it was time now to move on. A lot of people, a lot of new teachers are out there, a lot of younger teachers are out there and after, what, 25 years or something, or more, 30 years of World War I, it was time to move on. So I think it's a very exciting period. And what a better time-- in our history now is to look at how easily democracy can degenerate into a dictatorship. I think we have many examples (LAUGHTER).

Carly Boreland:

We sure do. Not an example of a dictator, but an example of a newer teacher, we've got Jonathon to help us (LAUGHTER).

Jonathan Dallimore:

(CROSSTALK). Yeah.

Dr. Jennifer Lawless:

(CROSSTALK).

Carly Boreland:

We've got Jonathon to help us with the core studies. So we're looking at Power and Authority in the Modern World. And can you help us firstly with what's the thing about the Core? Why does it matter? We've got so many options for teachers that are maybe new to teaching the HSC, what's the Core's role about and why does it matter so much to get it right?

Jonathan Dallimore:

I think it is two things. One is it gives the NESA a chance, or the exam bodies a chance to kind of compare students on a sort of level playing field. That's sort of one maybe more abstract point. But then I think, in terms of the topic flow, the cores do an important thing, particularly in Modern, I think, in terms of setting up the sort of flavour of the course in a lot of ways. And I think this is probably part of the maybe-- I can't comment on what was going on in the minds of the people who came up with this, but I think that was part of the logic behind this new core was try and revamp the flavour of Modern History a little bit in a new direction, for a new generation, say.

Carly Boreland:

And it's got a big section about Nazi Germany in it, but what's kind of the bigger idea there? It's not just as simple as removing the old National Study and dumping it into the Core and shoving some stuff around it, is it?



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Jonathan Dallimore:

No. It's not. That's a really good point. And it's an important one because I think Nazi Germany in the new Core needs to be seen through the lens of the topic, not the topic through the lens of Nazi Germany. So it sort of inverts what I think a lot of people might assume. Yes. Because it's the bulk part, but I think the point of studying Nazi Germany in this context is that they were, in some sense, the most successful example of a kind of particularly a right-wing dictatorship in the interwar period. So that's the logic of choosing them. And I think the topic does an interesting job of sort of encouraging us to look at the period as a whole first, and then narrow it down to one key example.

Carly Boreland:

Fantastic. And so for teachers then, there's the new core to think about. There's also this whole new non-Western requirement. Can you help us just understand what's going on there and maybe some of the new things that people consider teaching?

Jonathan Dallimore:

So I think this is going to be one of the trickiest parts of Year 12 in that I think in the past a lot of teachers have had a kind of a nice sequence of topics, either thematically or chronologically, that they can cover and it all ties in nicely. We all know sort of World War I to Germany to Europe. And Albert Speer was kind of quite popular because it is a very nicely contained group of topics. But it's impossible to do that sort of thing now. So I think that's causing some angst. I don't think it's necessarily a bad thing. And I think there's also sort of some ways you could maybe experiment with the themes that you choose in terms of these topics. So for example, if you ended up doing something like Russia, the USSR, as a National Study, then I've always followed that up in the past with Indochina, which is a non-Western-- classed as a non-Western study. And I've sort of framed that, in some sense, as a revolution. And there's interesting overlaps, not major ones. But the way that the North Vietnamese tried to stage a revolution in an Asian context is a kind of an interesting discussion you can have, versus say, the Soviets in Russia and Eastern Europe. So there's an interesting context there. There's obviously foreign intervention in both cases and that how do they relate to the wider world is a big part of both topics. So even though they're kind of distinct topics, they're not completely separate. You can find ways of tying them together and I think that's part of the-- I think, the interesting part of teaching the topics is you're finding links that make it all kind of come together in an interesting way.

Carly Boreland:

And it's about sowing those seeds earlier on and constantly reaching back, "Remember when in Year 11 we talked about this? And remember when-- and can anyone think of a similarity between this thing we're learning now and something we've learned before?" And the reason you do that is to help them make connections themselves and remember all the way through.



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Jonathan Dallimore:

I think it's sort of important to remember that we're teaching Modern History - we're not teaching four topics - that the point is to try and give them-- like obviously, we are teaching them four topics. But the point is to try and give them a sense of the modern world. And I think the old syllabus kind of did this in its own little unique way. But this idea of Year 11 kind of setting up a big picture now, shaping the modern world, and how historians work, and Year 12 picking up on the big theme of power and authority in the modern world and then taking that off in different directions still with National Study and so on. So the core business there is really just looking at what is the modern world? What is modernity? How is it unique in history? The four topics are vehicles for that, really. I think, anyway.

Carly Boreland:

Yeah. And what is it about this period of time that makes it distinctly modern? Whatever that is, it's going to fit in with whichever topics you're going to be teaching. Fantastic. I mean, we can't talk about Year 12 Modern History without slightly mourning the loss of the Personalities. Everyone has their favourite one. But there's so many wonderful new things that have come in as well. And obviously, there are opportunities to deal with some of those personalities in Year 11, or potentially even in the more junior years and things like that as well. What are some of the new ones that teachers could be keen to try? I'm thinking of the Conflict in the Gulf and those kinds of things.

Jonathan Dallimore:

I get such a wide-- I don't know about you guys, but I get such a wide and varied feedback on this, some people absolutely hating on one particular topic, and then you go into a different place and everyone's keen on that. So I'm finding it quite hard to get a vibe, so to speak, in the community about this. On a very personal level, I love the Changing World Order topic, partly because that's a lot of what I studied at uni, and the whole transition out of Communism and so on. And I just have always enjoyed that. So I sort of was happy that something along those lines came into the new syllabus. And it allows people who might be doing the Cold War or something like that to sort of pick that story up as well and bring it further forward. So I think there's, yeah, some good opportunities.

Dr. Jennifer Lawless:

I think one of the concerns that a lot of teachers have is when-- particularly the choice of a Personality, is that they could be integrating it quite readily into the National Study and it really wouldn't take as much time as a full topic. So I think that's one of the big concerns of teachers. How are we going to rethink the whole teaching time, I suppose? It's going to be allocated now to the four topics.

Jonathan Dallimore:

I think that's very common. That's not something that I'm finding a varied response on. I think most teachers are sort of anxious about four big topics instead of what, in some cases, seemed like three and a half.



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Dr. Jennifer Lawless:

Yes. Because you could integrate them and generally, they didn't take as much time as another topic.

Carly Boreland:

And it'll probably take a couple of years of HSC exams to see the nature of the questions and that'll give you then a sense of how much time to be spending on which things. And I guess it's worth reminding ourselves we are going to get better at teaching these courses.

Jonathan Dallimore:

I think that's a good point. And teachers are survivors if nothing else, aren't they? So I think they'll figure out-- the community at large will figure out ways through it but it will take a bit of time, absolutely.

Carly Boreland:

And, what about resources for Modern, then? Where can we go? We've talked about NESA already. So they've got sample programs, scoping sequences, assessment samples and things like that. What else is out there?

Jonathan Dallimore:

There's a lot of source material that you'll be using. If you're teaching, say, Conflict in Europe again, you'd be bringing up a lot of the same source material. It's not going to change too much. So again, there's going to be a large chunk of your own resources that'll still work in this context. I think NESA's a good place to start with some of the kind of teaching ideas. HTA I know is publishing some study guides, so new versions of the study guides for the new topics. So that'll be an easy place to-- obviously, it's not going to get you through an entire course necessarily, but it'll be a good reference point. The Teaching History journal I'm sort of anticipating will have a lot of new stuff coming out. I think teachers are keen to share their ideas and they know that it's there. And if they don't, they should. But that's going to be a good vehicle for sharing new resources and approaches to assessment tasks and things like that. I'd be keeping a close eye on that.

Dr. Jennifer Lawless:

And I think that's another thing, too, that teachers will need to be really looking at very, very carefully, are the changes in assessment, and to be really aware of what those changes are. And particularly now, with Year 11, three tasks and Year 12, four tasks, minimum weighting 10%, maximum 40%, and one task, of course, in Year 12 must be an historical analysis. So that's again, a big change really with how departments will rethink their assessment.

Carly Boreland:

And keeping an eye on that assessment and HSC monitoring is always important, but especially these first few times around.



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Dr. Jennifer Lawless:

And particularly if you're only looking at your four tasks, I've seen several examples where there have been multiple part tasks. So really it looks like-- really, the poor kids are doing about five or six different elements of that. So I think we're really going to have to rethink that very, very carefully because you've got, on the one hand, the whole idea of plagiarism, but then also, let's not just give them another exam-type task to do. How can we be a little bit more creative? And I think that there will be a major focus of that from NESAs but also HTAs, hopefully, journal articles, and also professional development because I think that's a major bit of angst for teachers coming up.

Jonathan Dallimore:

And that requirement now that in Year 12 only one task can be an exam, most people I think would have done a half-yearly in Year 12.

Dr. Jennifer Lawless:

Yes. A half-yearly and then (CROSSTALK).

Jonathan Dallimore:

And then a trial. Yeah.

Dr. Jennifer Lawless:

A trial.

Carly Boreland:

(INAUDIBLE) trial and then really, they all end up being just a--

Jonathan Dallimore:

An exam task.

Dr. Jennifer Lawless:

--an exam task.

Carly Boreland:

And what you do with those other ones that can be-- that aren't an exam, that aren't an investigation, and trying to do something that's going to keep the students interested, develop some skills in a way that assesses their complete capacity rather than just thinking of it as HSC preparation.

Dr. Jennifer Lawless:

Yeah. Exactly.



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Jonathan Dallimore:

I think that's obviously-- a key part of the logic in the new syllabus is to try and torpedo that approach, which has been, I think, fairly widely used to be honest and I think they've tried to sort of set boundaries on assessments so that that's just not possible anymore.

Carly Boreland:

And it would be good for teachers as well as students, presumably, because in trying to make five part-assessment tasks, we actually tangle ourselves up in huge amounts of marking and complications around, then, the supervision and administration of all of that as well.

Jonathan Dallimore:

Yeah. The assessment task becomes decoding the assessment task almost (LAUGHTER) in some ways.

Dr. Jennifer Lawless:

Exactly.

Carly Boreland:

Yeah. And some poor kid's in trouble because they didn't do part six of the-- yeah.

Dr. Jennifer Lawless:

That was worth three marks.

Jonathan Dallimore:

Yeah. That's right.

Carly Boreland:

So liberating for everybody, I think.

Jonathan Dallimore:

Yeah.

Carly Boreland:

Jonathan, what about last things to watch out for as people are being brave and bold and trying new topics and giving things a first go and not being too hard on themselves, what do they need to really watch?

Jonathan Dallimore:

A couple of things we've mentioned already I think are important. That is things like overlap. That's a really big one in terms of the topic content and stuff like that. But I think there's also a sort of



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tendency, I think, with some people I've talked to, to fall back on this expectation that maybe the old sort of way of teaching things, like source analysis, might cut it in this new context. And I don't think that's actually the case. If you look at the sample questions NESAs have released, particularly for Modern History I'm talking about here, the way they're asking students to work with sources is not completely different, in the sense that they're still asking them to grapple with the source and read it critically, which I think was part of the old way of doing things. But in terms of the way questions are asked, you're not going to just get away with talking about perspective, reliability, and usefulness, and that's it. You're going to have to have, I think, some strategies for teaching a bit more critically. And also, the word that keeps coming to my mind is teaching kids to be agile with sources, not just plug the source into a scaffold and you're done. I think they're going to have to be a little more agile in the new iteration.

Carly Boreland:

And just keep steering away from, "It's a primary source, therefore it's reliable. Or it's a secondary--" Yeah. Those kind of simplistic things. Jonathon and Jen, I have been so thrilled to have you both here. I feel finally in my element amongst my peers. Thank you so much for joining us for the JPL podcast. And we'd love to see you at CPL courses in the future as well.

Dr. Jennifer Lawless:

It's a pleasure to be here.

Jonathan Dallimore:

Yeah. Absolutely.

Carly Boreland:

You've been listening to the JPL podcast for the New South Wales Teachers Federation. I'm Carly Boreland and I'm the editor of the JPL. I've been talking with Jonathon Dallimore and Dr Jen Lawless about teaching the new Stage 6 syllabus and to find out more and to listen to further podcasts, you can visit our website at cpl.asn.au/podcasts.

CONCLUSION:

The JPL podcast is produced by the Centre for Professional Learning and the New South Wales Teachers Federation. All opinions expressed in this podcast are those of the individual speakers and do not necessarily represent the views of their employer or associated organisations. The host was Carly Boreland; technical direction by Jason Nicholas.

Dr. Jennifer Lawless was the former BOSTES History Inspector, a senior HSC marker and experienced teacher. She has lectured in History Method at Sydney, Macquarie and Western Sydney Universities. She has co-authored with Kate Cameron more than a dozen books on History – that were awarded the



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NSW Premier History Prize and twice the Australian Publishes Prize. Jennifer has been awarded a Churchill Scholarship and an Endeavour Research Award. She has led educational tours to Greece, Turkey Crete and Iran.

Jonathon Dallimore is currently working as a part-time Professional Officer for the History Teachers' Association of NSW. He is the author of various HSC Modern History texts including the HTA Modern History Study Guide (HTA NSW, 2019), *Conflict in Indochina* (Cengage, 2018) and *Civil Rights in the USA, 1945 – 1968* (Cengage, 2018). Jonathon also currently teaches History Methods at the University of New South Wales and the University of Wollongong.